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ABSTRACT

Transcripts from a four-part National Public Radio "Options in Education" series are presented in this publication. The first program examines student cheating at colleges. Students and faculty discuss methods of cheating, reasons for cheating, student attitudes toward cheating, specific instances of cheating, and provide insights into why students cheat. Black colleges are the subject of the second program. The role of the Black college in American higher education is discussed by students, government representatives, and college administrators. The third program presents a discussion of college marketing. Several consultants and others in the field of education discuss the reasons why college marketing is becoming necessary. Examples of college advertisements are included. The subject of the fourth program is co-education. The role of women and women's rights on campus, the trend away from single sex colleges, and the segregated clubs still found on college campuses are discussed. (SF)

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Options in Education
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This transcript includes
all four parts of the
series on COLLEGES.

"CHEATING IN COLLEGE"

2/A

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"CHEATING IN COLLEGE"

AN INGENIOUS STUDENT TALKING ABOUT HIS CHEATING METHODS

INTERVIEWER Do you mind if I ask you a straightforward question?

STUDENT Go ahead.

INTERVIEWER Do you ever cheat in class?

STUDENT Do I ever cheat in -- a few times.

INTERVIEWER Can you tell us how?

STUDENT The only technique I've ever proved myself that actually works well is something I refer to as the watchband technique.

INTERVIEWER The watchband technique.

STUDENT Uh-huh. And what it is is, you know, the average watch is on a twistiflex, you know, twistiflex watchband, and what you do is you cut out a piece of paper the size of the back of the watch and all you do is you just flip it over and, you know, you have -- you could have a book back there. You could have pages and pages and pages of information behind your watchband, if you're really slick about it.

INTERVIEWER You sound like you have quite a system.

STUDENT Well, you've got to have a system to beat a system.

REINHARDT Well, he's honest about one thing, anyway. He admits he cheats.

MERROW And he's not the only college student who cheats to get better grades. I'm John Merrow.

REINHARDT I'm Barbara Reinhardt, for NPR's Options in Education.

MERROW Beginning a special four part report on American colleges, with the grim side, an apparent deterioration of moral standards and increase in cheating.

REINHARDT A Carnegie Council report says nearly 9 percent of college students admit to cheating. That's an increase of 1.3 percent since 1969.

MERROW In 1974, at Johns Hopkins, 30 percent of the undergrads said they cheat on exams. At Amherst College,, 42 percent.

REINHARDT On this edition of Options in Education you'll hear a paradox, dishonest students talking honestly about cheating.

MERROW Later, some tips on controlling cheating.

REINHARDT But first, have a look at the problem.

STUDENTS TALK OF THE NEED TO CHEAT AND A PROFESSOR RESPONDS

INTERVIEWER How easy is it to cheat?

STUDENT It's very easy to cheat, especially on the college level. Most professors walk out of the room, or they just sit up front and really

don't look at you. In high school you're more paranoid about getting caught. It was much more difficult to cheat in high school, because teachers were right there, and usually kids told if you cheat. However, in college it's just so free that people really don't care if you cheat.

STUDENT The teachers that go out of the room when they're giving a test, they're asking for cheating. But no, if I didn't know an answer to something and I had the possibility of getting an answer from somebody else, I don't care who the teacher was, I'd try for it.

STUDENT There hasn't been a teacher yet that I've ever really been afraid to, to cheat in his class. There have been a few that I've been on a friendly basis with, but I still feel that the friendly basis didn't have anything to do with my grades. I just don't see any real reason why I shouldn't.

PROFESSOR Many professors feel cheated when the student cheats. No-one feels comfortable when one feels that one has been deceived, and cheating is a sort of deception. It is a lie.

(Music over.)

REINHARDT Cheating may be easy to get away with because it's not taken seriously, either by the college administration or by the students themselves. The report we mentioned by the Carnegie Council on Policy Studies in Higher Education, indicates that three-quarters of the students on one campus would not report a cheating incident, even if it happened right in front of them.

MERROW That same report tells about light penalties for cheating, really just slaps on the wrist from college administrations.

REINHARDT Investigating cheating on campus is easy. Students are willing, even eager, to talk about it.

A STUDENT TELLING WHY HE FEELS NO GUILT WHEN CHEATING

INTERVIEWER Have you ever cheated?

STUDENT Oh, of course.

INTERVIEWER Would you like to tell me about it?

STUDENT Well, there was just one time, in a chemistry class, and a friend of mine and I, we just went into the office and took a copy of the exam because we hadn't been to class in about four weeks. And he had a notoriety of making very difficult tests, so we took the test from the office, took it to the library to look up the answers. We couldn't even find the answers in the two hour allotted time to take the test, so we found a bio-chemistry major to tell us what the answers were, and once we found out what the answers were, we were going to attempt to take the completed finals back to the professor's office and slip them into the pile on the desk of completed finals. But he was there, so the thing we had to do was keep the finals, memorize the answers, go in and take a makeup test, which turned out to be the exact same finals. It only took 20 minutes in actuality to take, and we both got A's.

INTERVIEWER How did you manage to get into the professor's office in the first place?

STUDENT Oh, he was sitting in there grading papers and he went out

to get a drink of water.

INTERVIEWER Did that bother you, the fact that you did that?

STUDENT No, the risk was what was fun.

INTERVIEWER Why did you decide to cheat?

STUDENT Oh, because it was a requirement class and less than 20 percent of the class was getting out of it anything worthwhile, and I was working two jobs at the same time and just didn't have time for something that wasn't going to be anything I was going to use in the future.

INTERVIEWER So your criteria was that this class wasn't of real value, that you didn't have to bother to study, so cheating was okay?

STUDENT Yeah. I think that was fine, because on any of the courses that meant anything to me, or something I was personally growing from, I had no desire to cheat at all and wouldn't.

INTERVIEWER How do you feel about people, other people, cheating, that you know about or have seen?

STUDENT Well, everybody has their own story and their own excuses, but everybody's got to get to some place. It's just a matter of different means in getting there, and everybody has their criteria.

INTERVIEWER In other words, if you saw someone exchanging papers in class or cheating somehow or another, you wouldn't especially be concerned?

STUDENT No, it wouldn't be my trip at all. That's theirs.

REINHARDT That material was recorded for Options in Education by Darrell Morgan, KCSU, Fort Collins, Colorado.

MERROW Talk to enough college students about cheating and you can develop a file full of methods. We've heard about attaching a crib sheet to a twistiflex watch and stealing a copy of the exam from the professor's office.

REINHARDT There are lots more.

STUDENTS AND THEIR METHODS

STUDENT I have a lot of popular cheating methods. You know, the basic know-card method, you know, writing really small on both sides. And also, I've found a new way of cheating. One of my suite-mates has a glass box, you know, for your glasses, so I put cheat notes inside of it. So I open it up on my desk and, you know, I look into it. On my Spanish test, for example, I wrote down three essays on it and it pulled me through the test pretty well.

STUDENT A couple of times I've had access to the quiz or the test beforehand and been able to study the test pretty well, know all the questions on it. I've even gone to the extent of making sure that I didn't get all the questions correct, because it would look a little suspect.

INTERVIEWER Did you ever feel that there was any kind of question of guilt, as though you felt like you were really cheating yourself and you felt bad because of it?

STUDENT No. I really don't think that I lost any sleep over it.

STUDENT I was cheating -- I don't remember what class or anything, but I can remember getting the answer from somebody and I know the teacher saw me. I know he saw me, but I passed. She didn't write anything down on the paper. It was cool.

PROFESSOR I recall an incident, not on this campus I might add, where a student had taken the works out of his watch and had in a very inenious fashion, developed a kind of scroll mechanism in the watch where he could turn one of the winding stems on the watch and actually have information presented through the face of the watch.

INTERVIEWER How was he detected?

PROFESSOR The professor noted that the student was paying a great deal of attention to the time and wandered by and discovered that indeed it was not a watch.

There was one other, I think, that I thought was particularly innovative, and that was a student who apparently felt that he was going to have a very difficult time in a course, so he started that course by wearing what appeared to be a hearing aid, attached of course by a line to a pocket amplifier. The student wore that throughout the course of the semester, and then at the end it turned out that he was not indeed deaf, but had had it hooked up to a tape recorder that he ran through with the kinds of answers that he needed for the exam.

REINHARDT That last anecdote came from a teacher, and we think we detect a slight hint of admiration for a student ingenious enough to attach a tape recorder to a hearing aid.

MERROW College professors have their own how-to guide to cheating, methods collected from students who weren't so lucky.

COLLEGE PROFESSORS TALK ABOUT CHEATING INCIDENTS

PROFESSOR One was -- some people are so blatant it just kills me. I mean that's an insult to a teacher's intelligence. I mean some people are so blatant about it. I had one student who took a makeup exam, a late exam, and had an enormous cheat sheet, I mean 16 pages long cheat sheet. I mean this guy had -- he did not -- he did not have information out of the test, but he had a synopsis of all the class notes, you know, the main points, written out on this piece of paper, and he had it stuffed into his blue book. And I sort of -- first of all, he was taking a makeup exam. He came to my office and I said, "Leave your backpack here. Just take your blue book," and I was going to put him in a study room to do the exam. So I noticed when he took his blue book out of his backpack, he sort of, you know, folded it up funny and was holding it where I couldn't see it, you know. And I was a little suspicious, and then I was sort of giving him the test and I sort of tried to look at his blue book, and it didn't look right. It looked sort of fat. And I wasn't going to actually accuse him of anything, but I just simply said, when I finished explaining what I needed to say about the exam, I said, "Can I take a look at your blue book," and he sort of freaked out and finally gave me the blue book, and it had this enormous cheat sheet in it, you know, and he said, "Oh, I meant to take that out of there."

INTERVIEWER Would you say that forms of cheating have become more sophisticated over the years?

PROFESSOR Yes. Yes, in a sense they have. The writing of papers, ghostwriting of papers. There was a time when these ghostwriters, proud of their own work, and not particularly mindful of the student, would

write excellent papers, brilliant papers, papers ready for publication. Obviously the professor noted this immediately, that there was some discrepancy between the student's ability and the papers the student was submitting. In this sense, cheating in that area has definitely become more sophisticated, for today these ghostwriters consult with their clients and are aware of the ability of the student and adjust to the circumstances, so that it becomes very difficult to decide whether or not the student in fact has or has not written that paper. In this sense, yes, cheating has become somewhat more sophisticated, harder to detect.

REINHARDT Those professors teach in California, where they were interviewed for Options in Education by Paula Wissell of Western Public Radio.

(Music over.)

MERROW We found a professional ghostwriter, a person who makes his living writing other people's term papers, master theses and doctoral dissertations.

REINHARDT Paul Freiberger caught him on a coffee break, to ask for a few hints on how to detect a ghostwritten paper.

A CALIFORNIA GHOSTWRITER TALKS ABOUT HIS CRAFT

WRITER There are a few things which give you, maybe, clues. One of them is comparison with a student's in-class writing, with the paper the student turns in. If the student's in-class writing is full of misspellings and grammatical errors and the paper is flawless, you know there's something strange going on. If the style is radically different, you have an idea again that something is going on. Sometimes students will write their own papers in the beginning of a course, and then come to a ghostwriter later on. And when that happens, you can often look for differences in the way the paper is written itself, the size of the margins, in where like the page number is placed. Little things like this will give it away, because everybody seems to do that in a different way.

Also, most ghostwritten papers will go right down to the bottom of the final page and stop. Ghostwriters are very good about that.

FREIBERGER Why is that?

WRITER Because ghostwriters get paid by the page, and clients tend to insist that they get the full page. It's kind of dumb. You know, what counts is really the quality. But anybody who's been a ghostwriter for any length of time will just develop that habit of writing down to the end of the page and stopping.

FREIBERGER Do you think that some of the students who come to you for help actually learn to write better?

WRITER I know they do, absolutely. I've seen many students who have begun to copy my prose in their own papers, and that makes me feel good.

FREIBERGER Could you talk a little bit about the difference between ghostwriters and term paper companies?

WRITER Ghostwriters are generally independent businessmen. They'll advertise independently, and clients will come to them directly and discuss a paper, and the paper will get done on a one-to-one exchange basis. Term paper companies are normally run by incredibly sleazy little people who are out to make a buck, who pay the writers almost nothing, don't really care about the quality of the papers. In general, not always. There are

exceptions, but in general they're despicable operations. I would advise nobody to go to a term paper company. You can get ripped off very easily.

FREIBERGER Do you make a good living as a ghostwriter?

WRITER I have almost no expenses and I can make as much money as I want to really. The amount of money I make is not astronomical, but then again, I don't put a lot of work into it. I work -- I work now and then, because that's the way I like to live my life.

MERROW That ghostwriter was reluctant to say, but he finally did tell Freiberger that he makes a minimum of $7.00 per page for term papers and $15.00 per page for masters and doctoral dissertations.

REINHARDT So far we've focused on how students cheat and how much. It's about time we asked why.

PAUL HEIST, PROFESSOR OF PSYCHOLOGY AT BERKELEY

HEIST They cheat because of a necessity that they see or perceive. They cheat because they need to cheat, because they want to make damned sure that their grades are at a level that are competitive.

REINHARDT Paul Heist is a Professor of Psychology at Berkeley. He talked with Paul Freiberger.

HEIST Students are now going to college much more than before, and that's true for the last five years, with a concern about their future, being more occupationally and vocationally oriented and being interested in making it and seeking a payoff in their educaction. And so we find it's true in med schools, which is where several cases of gross cheating have been exposed. We find it's true in military institutions, as you're well aware, and we find it true in some very distinguished liberal arts colleges. Are they worse people or are they more unethical, are they less philosophically or religiously concerned? I would say no. They are under the durress of making it, getting by and making sure they qualify.

REINHARDT Paul Heist, Psychology Professor at the University of California at Berkeley.

MERROW He says students cheat to make it in college and in the job market. A professor at Eastern Kentucky University points to the models for cheating that students see around them, outside of school.

CHARLES LATTA, AN ENGLISH PROFESSOR AT EASTERN KENTUCKY UNIVERSITY

LATTA They know there's so much cheating going on, and how we're being cheated. We're being ripped off everywhere. For example, I heard just this morning that Exxon for this quarter made 37 percent, and they're gouging us, and they know. Students are smart if you can get them to talk about it. And they know they're being cheated. They know they're being cheated when they buy something. They know that people are lying and stealing and cheating in public office. And many figures of supposed to be very respectable and prominent people are caught cheating daily.

INTERVIEWER Do you think that there's too much pressure on grades or too heavy a load?

LATTA There's too much pressure on grades. There's just simply too much pressure. There's too much pressure in college, and some of them come here and they're not qualified to be college students, and they get into

a bind and they cheat. Most of them who come to this institution know that they're not adequately prepared for a university career. And the pressures the come from forces external to themselves, they're trying to make someone else happy, and they'll do anything to continue. And of course that's the game now, is the grade game.

REINHARDT Charles Latta, an English Professor at Eastern Kentucky University, interviewed for Options in Education by Eric Buchter of WEKU in Richmond.

MERROW None of the students we've talked with mentioned Exxon or Mobil or Watergate. They talked about competition for grades.

STUDENTS GIVING THEIR REASONS FOR CHEATING

STUDENT You know, I'm a person that worries about grades and worries, you know, how my cum. is, you know. So I like to get good grades, and you know, I'll cheat to get them.

INTERVIEWER If you didn't cheat, would there be a significant difference in your grades?

STUDENT Oh, yes. There would be like a drastic drop, I'd say, you know. For example, I had a Spanish test two weeks ago, and I studied a lot for it, right? And I made cheat notes also, and when the teacher gave me the exam I didn't know that much material on it, and so I cheated on at least 70 percent of the test and I ended up getting one of the highest marks in the class, because of my knowledge, and also, I was cheating, also. I cheated on all my exams, really, this semester.

INTERVIEWER Are you afraid of getting caught?

STUDENT Yes, very afraid. I do a lot. You know, I keep the papers underneath my test paper and everything. I'm very afraid of getting caught.

STUDENT Their parents are paying for the college, and they're saying, you know, "We're giving you this education. You get good grades or, you know, don't bother to come home." You know, or move to Colorado or something like that. And those people that even if they didn't cheat in high school are going to be more pressured to cheat if they've got the chance, because, hey, I can do good, I can impress my parents and I'll be able to come back next year.

INTERVIEWER Well, you know, you look to me like a pretty intelligent student. Do you mind if I ask you why you cheat?

STUDENT Well, it's a hell of a lot easier than studying, most of the time. But you know, a lot of times you've got pass/fail classes and, you know, you wouldn't be learning anything in class because you wouldn't even go to it anyways, and a lot of times, you know, you've got a personal life here at the university and you're pressured for time before an exam, and other times it's a hell of a lot easier. I mean I've gotten A's from classes that I've cheated in and I've gotten D's in classes that I've sweated my ass off in, you know. So --

STUDENT I think basically there aren't any feelings about cheating. Guilt is like -- nobody feels guilt anymore. It's something you have to do. I mean most college kids have been cheating for years, so now it's just part of a normal routine. You don't say, "I'm going to cheat." You just say, "Cheating is there."

REINHARDT Competition is a fact of life. There are many more college graduates than there are so-called good jobs. That means the pressure for good grades won't disappear.

MERROW So what can colleges do about cheating? Well, here are two recommendations. The first from Paul Heist of the University of California at Berkeley.

PAUL HEIST OFFERS SUGGESTIONS TO REDUCE CHEATING

HEIST I would imagine that the majority of undergraduate teachers at Berkeley only give secondary consideration to the development and the welfare of students. They teach their discipline and they teach large classes and they really don't give much thought to the welfare of individuals or their well-being.

INTERVIEWER Do you think they're making a mistake?

HEIST Well, yes. Ideally, it's been part of, this concern I happen to come out of, which was for years of being on the staff of the Center for the Study of Higher Education, where we sort of preached a gospel along those lines, that unless we became more sensitive to the student as an individual and as a learner in the process, and saw the individuality and uniqueness of students and treated them more individually, we were negating some of the basic principles of learning. But when you start talking about mass education, whether it's the two year college system in this state or the large universities, it's very difficult, on a day to day basis, to have what's been called in America for some years a student personnel point of view.

INTERVIEWER What can the large university do, then? What's a realistic solution to the problem of cheating in the large university?

HEIST Well, if you look upon it as an evil or something that is a borderline sin or a case of dishonesty, then the way to handle that bluntly and overtly is to structure examinations and organize the evaluation process in a way that prevents cheating. That's just about our saving ourselves and not giving the student the opportunity.

The other, the more wholesome aspect and more holistic way to look at it would be to start changing the systems of instruction and the relationships with students and the provisions for education and the learning process in a way that the student wouldn't feel the pressure and the anxieties and stress to become involved in cheating. The way we must address ourselves to it is look at it. Maybe institutions should become more intimately and instrumentally involved in examining what's going on and discussing what the basis is, like you and I are discussing it now. I don't think I've ever heard of a faculty committee at Berkeley, certainly not in the School of Education, sit down and address themselves seriously to it. There's always been the problem of some cheating. It isn't a new phenomenon. The pressure of what we put ourselves to to get to that degree induces all sorts of bizarre behavior.

REINHARDT Paul Heist, with a long range view of how to reduce cheating.

MERROW James Kuder of Colorado State University has some more immediate and practical suggestions.

JAMES KUDER OF COLORADO STATE UNIVERSITY

KUDER Well, there are several options that the university has and the student has as well. Many times we encourage the academic professional, the professor, to handle that particular problem through the department or through

the college. If a student is caught cheating, a professor may, as an example, have a hearing with the student, and based on the information presented to their professor, either lower the grade for the test or lower the grade in the class or fail the student in the class. Each department at this institution is encouraged to have, and in fact is required to have some kind of an academic appeal route, so if the student is not in agreement with their professor's decision, that student may appeal that decision to the department head, and the department head may either choose to hear the case or have a committee consisting of faculty and students hear the case. If the student is still not in agreement with the findings of the department head or the committee, the student may appeal to the academic vice-president. There are a number of court cases over the last 10 years that have supported the fact that an institution must provide due process in the behavioral realm, but technically speaking, as I interpret case law, an institution does not have to follow due process in academic matters. That is to say that a professor may decide almost anything, and a student, legally at least, does not have a great deal of recourse.

REINHARDT James Kuder, Associate Director of Student Relations, Colorado State University, interviewed for Options in Education by Darrell Morgan of KCSU, Fort Collins, Colorado.

MERROW The Carnegie Council, which reported the recent increase in cheating, recommends that colleges make very clear what the penalties are for cheating.

REINHARDT And recommends that the penalties be severe, because, the report says, "Truth is the stock in trade of the academic community."

MERROW Carnegie's view is that increased cheating is only part of a worrisome, downward trend, a general deterioration of colleges. Besides student problems like cheating and theft, it points to grade inflation, misleading advertising, inadequate services and other problems with the colleges themselves.

REINHARDT The student crimes are often desperate attempts for good grades. The college crimes are often desperate attempts for more students.

MERROW Enrollment is down. Later in this four part series, we'll look into college marketing, radio and TV ads, promotional records and comic books.

STUDENTS FROM THE UNIVERSITY OF TOLEDO WHO CHEAT

INTERVIEWER Have you ever cheated on a college exam, on a test, on a paper?

STUDENT Yeah. Yes.

INTERVIEWER Why?

STUDENT Because I fell too far behind on the paper to be due, so I figured why not grab another one and copy it down.

INTERVIEWER So you took someone else's paper, copied it down and turned it in. You weren't caught?

STUDENT No.

INTERVIEWER Are you familiar with the rules at the university as to what would happen if you were caught?

STUDENT No, they've never stipulated them to us, so how could we know?

INTERVIEWER If they were stipulated, if there was a book, a paper, a pamphlet that said, "If you are caught cheating you run the risk of being expelled from the university," would that deter you at all?

STUDENT Maybe a little, but in some instances, no.

INTERVIEWER How prevalent is cheating in your classes?

STUDENT (Laughing) Oh, very prevalent.

INTERVIEWER Everybody does it.

STUDENT Just about.

MERROW Cheating in College is Part One of a special four-part report on colleges. Next, black colleges and the problems they face because of desegregation.

REINHARDT A transcript of the entire four-part series is available for $2.00.

MERROW A cassette recording is available too, for $10.00. Here's our address. National Public Radio - Education, Washington, D. C. 20036.

INTERVIEWER Have you ever cheated on an exam?

STUDENT Yes.

INTERVIEWER Do you get nervous? Do you think, "My God, maybe he will catch me?"

STUDENT Yes, I do. Very much so.

INTERVIEWER Have you ever cheated on a test?

STUDENT I'm afraid so.

INTERVIEWER What method did you use?

STUDENT Copying.

INTERVIEWER Do you know anybody that's ever gotten caught?

STUDENT No, I don't.

INTERVIEWER Not even to the degree where the teacher has said stop it?

STUDENT Yes, but nothing's ever been done. No papers have ever been thrown out.

REINHARDT The complete transcript of the four-part Options in Education series, $2.00. The cassette recording, $10.00.

MERROW Send your check or money order to National Public Radio - Education, Washington, D. C. 20036.

REINHARDT While you're at it, ask for our program guide. That's free. And please tell us the call letters of your own NPR station when you write.

INTERVIEWER Do you take the time to study before you go into a test?

STUDENT Sometimes. I did one time and I did really good on the test. When I studied I didn't have to cheat. But I work too much to -- I don't have enough time to study. I take too many classes and work too much.

STUDENT I don't know. Everything's based on your grades. If you don't get a good grade your parents come down on you, society comes down on you, you can't find a job. Yeah, you feel dumb. You're literally put down as being a dumb person if you don't get A's or B's all the time. So sure, there's going to be a pressure on the student. That's probably why a lot of students cheat anyway.

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REINHARDT Options in Education is written and produced by John Merrow. Our Associate Producer is Natalie Iglitz. Charles White is our Assistant Producer.

MERROW Material for this program came from Paul Freiberger and Paula Wissell, Western Public Radio; Eric Buchter, WEKU, Richmond, Kentucky; Jay Shadler, WMUB, Oxford, Ohio.

REINHARDT Steve Schrager, KVPR, Fresno, California. Barbara Glowacki, WGTE, Toledo; Jared Manders, WKSU, Kent, Ohio.

MERROW Vernyce Dannells, KUFM, Missoula, Montana; Darrell Morgan, KCSU, Ft. Collins, Colorado, and Donna Ledwin in New York City.

REINHARDT Technical assistance for this program from Marty Kersius and Skip Peasey.

(Music over.)

REINHARDT I'm Barbara Reinhardt.

MERROW I'm John Merrow.

REINHARDT This is NPR, National Public Radio.

Program No. 185: "BLACK COLLEGES"

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"BLACK COLLEGES"

REINHARDT You're a senior here. You could have gone to a predominantly white institution, but you went to a black college. Why?

STUDENT Well, mainly, at a predominantly white college you would probably find only a small selection of black people there. But here you have all spectrums of black people and you can learn a little bit from everybody. Here at a black university, a lot of us are here just to learn how we can help our own kind, you know, because there's a lot of us that are not as fortunate, and they're at home or they're somewhere on the streetcorner, and we just know that we can't go to a white university, and they're not going to sit down and tell us how we can go out there and get ourselves ahead. It's something that we've got to do ourselves.

(Music over)

MERROW Students at Howard University, one of 106 traditionally black colleges in the United States. More than 200,000 students, nearly all of them black, attend these colleges.

REINHARDT That's about 20 percent of all the blacks in college today.

MERROW But black colleges, at least the 43 that are public institutions, are under pressure to desegregate.

REINHARDT And desegregation could do serious damage to institutions that a lot of blacks say are vital. I'm Barbara Reinhardt.

MERROW I'm John Merrow, for NPR's Options in Education, with Part Two of our report on colleges.

A HOWARD UNIVERSITY STUDENT TALKS OF THE NEED FOR BLACK SCHOOLS

REINHARDT You go to a black college.

STUDENT Yes.

REINHARDT Why did you choose a black college over a white?

STUDENT I heard about the academic program they had here, and I was interested in some of the individual attention that I would get here at a small black college, instead of some large college such as UCLA, Michigan, where you wouldn't get the individual attention that individuals occasionally need.

REINHARDT Why would you get individual attention here, as opposed to UCLA?

STUDENT Well, from my experience, two years here, I've talked to some instructors, some things I didn't understand, I've talked to some friends that went to other places. Like I have a close friend that goes to Ohio State. He's majoring in the same things. And he said to get an appointment with -- I mean to talk to his instructor he would have to make an appointment, you know, as compared to here. I want to talk to my instructor, he'll go as far as to stay overtime, you know, when he's not even getting paid for it, to clear up an issue for me or something I didn't understand.

REINHARDT That sounds as if it could be any small college. Why a black college?

STUDENT I wanted to come to a black college. I guess to put it blunt, I felt that I could get more -- I could get the most from a black college, me being black. Not to say that I couldn't get it from a white. I just felt that I'd be more comfortable, I could relate better and I could be more into what I'm doing. It all goes back to the beginning. I just felt I'm going to get that individual attention that it takes individuals to be successful here in the world today.

REINHARDT You get a lot of support.

STUDENT They go all out.

MERROW That student says he gets more attention at a black college, and that has been one of the main arguments in favor of black institutions. It goes this way. Black students, many of them in the south, anyway, have not gotten adequate education in public schools, but they want to go to college.

REINHARDT The college then has to play catch-up, has to provide the training that grade schools didn't, and students in black colleges say they get more attention and a better chance there.

MERROW But desegregation is the law of the land. It has been since the 1954 Supreme Court decision, Brown versus Board of Education. The 1964 Civil Rights Act made the law even clearer. Dual school systems, one black and one white, are illegal.

REINHARDT Separate but equal applied to colleges as well as grade schools. To attend a black college, Congress said, was to get a second rate education.

MERROW Ten states, nine in the south, operated dual higher education systems for years. Arkansas, Florida, Georgia, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, Pennsylvania and Virginia all had at least one state supported college for blacks only, and parallel, separate institutions for whites only.

REINHARDT Despite the law, not much happened until 1969. Then a lawsuit was filed. The NAACP joined in, and eventually, in 1973, a federal Judge ordered the Department of Health, Education and Welfare, HEW, to make those states comply or cut off their federal money.

MERROW Six years after the Court decision, five of the ten states have settled with HEW in court and are supposedly moving toward a desegregated higher education system.

REINHARDT Mississippi, Maryland and Louisiana are involved in separate lawsuits. North Carolina remains out of compliance, and it looks now as if it will lose some of its federal funds. Pennsylvania, well, it's in limbo.

MERROW David Tatel is Director of HEW's Office of Civil Rights. He's responsible for seeing that the states comply with the law and he has the added pressure of a court order telling HEW to get a move on.

DAVID TATEL, DIRECTOR OF HEW'S OFFICE OF CIVIL RIGHTS

TATEL There's absolutely no reason why, if the state doesn't give these black colleges the funds they deserve and the programs they need and fix up their physical plants and their facilities, that they can't begin to attract white students also, and survive as stronger integrated institutions.

REINHARDT But is this going to happen? Are the states really, honestly

going to give the good programs to the black colleges? Won't it be they get the vocational education kind of stuff and the white ones get the med schools?

TATEL That's the way it's been in the past. There have been some exceptions to that in recent years, and under the plans we've negotiated with some of the states, the black colleges are promised a whole series of new unique programs that aren't offered elsewhere. But that still remains a big question, as to whether the states are willing to make the kinds of commitments to these black colleges that they need to educate both black and white students, and we'll find out over the next five years if that in fact happens.

REINHARDT Imagine yourself the President of one of the public black colleges. How do you think right now you'd feel if you know that your state is under pressure to come up with something?

TATEL I'd see it as a great challenge. I'd be insisting in my state that my school be given the resources it needs to fix up its physical plant, to provide decent educational opportunities for his students. I'd be demanding unique programs, programs that aren't offered elsewhere in the state, and I think if those colleges use our pressure and our criteria properly, they can use it as a great lever to strengthen their schools.

MERROW David Tatel, Director of HEW's Office of Civil Rights, describing what he'd do as President of a black college.

REINHARDT It hasn't been an easy job, being a President of a black institution. For one thing, you worked for the state, and if you made too many waves about unequal treatment, you might find yourself out of a job.

MERROW The easier path was to accept the separate role and get as much state money as possible for your college. That guaranteed a college education for a lot of blacks, plus a lot of teaching and administrative jobs for graduates.

REINHARDT And it did mean a supportive environment and a college degree for thousands and thousands of black Americans.

MERROW Elias Blake, President of Clark College in Atlanta, makes the case.

ELIAS BLAKE, PRESIDENT OF CLARK COLLEGE IN ATLANTA

BLAKE In a white college, the amount of participation in the activities of the campus is likely to be less. Take some specific things like if one is interested in drama, for example, one might be better served going to a black school, because your prospects of, say, playing King Lear or playing Shakespeare or playing the lead role in "Oklahoma!" of in a musical or other things like that are really pretty slim. Much of the leadership situation in a campus is political, and you have to get elected to various kinds of things on a white campus. And if -- you know, not to -- there's always racial bias in votes, it might be, but on the other side it just might be that it's hard for you to build a constituency base for participation.

REINHARDT But shouldn't it be that the education for both blacks and whites would be better if they're going to school together?

BLAKE Well, blacks and whites are going to school together on black college campuses. It's just that it's a majority black campus. As

I said, majority black means what it says, that the -- it's a reversal, where 75 to 95 percent of the population is black, 5 to 25 percent is white.

REINHARDT But is that any better than the other way? In other words, I guess I'm really asking shouldn't you be looking for a percentage that's more like the population?

BLAKE Not in every case, no. I think that there's a certain kind of subtle racism in that kind of definition, because what it really says is that the best kind of integration is majority white integration, and I think that's a debatable question. I think that there are some educational values that whites can develop by going to school in a majority black setting, that the society needs more than some of the values that they're going to get in a majority white setting. Whites have been educated in majority white settings forever and ever and ever, and we still have a lot of sensitivities and a lot of sensibilities that are pretty low in relationship to our major unfinished domestic issue.

REINHARDT Black colleges, throughout history, have made incredible contributions, but isn't it time now that they're not needed anymore, that all colleges and universities should be really integrated, not just 95 percent, but something more reasonable?

BLAKE You see, no-one ever asks the reverse of that question. No-one ever says in a fundamental sense that something called a white college should no longer exist. So I don't really understand why a person would ask the question of a black college. Of course the answer is no.

MERROW Elias Blake, President of Clark College, an historically black college in Atlanta.

(Music over.)

MERROW There's definitive evidence that black colleges have made a difference. Even though they enroll only 20 percent of all black college students, 50 percent of the graduates come from these black colleges. In other words, blacks who go to white colleges are not likely to finish.

REINHARDT And an estimated 80 percent of black professionals graduated from black colleges.

MERROW The continued survival of historically black colleges is a cornerstone of statements by public officials from President Jimmy Carter on down.

REINHARDT The five plans that HEW has approved make provisions for strengthening the public black colleges. Steps like giving some of the hot new programs to black institutions and increasing white enrollment at these schools.

MERROW In fact, recent enrollment figures indicate that 12 percent of those attending black colleges are not black.

STUDENT

REINHARDT You're a white student at a predominantly black law school. Why did you come to Howard?

STUDENT I came to Howard primarily because I wanted to receive a legal education and locate in the District, near the center of government. It's a fine school. Our professors come from places like Yale, Cornell, Harvard,

Princeton, you know, really, and a lot of the students come from the Ivy League, too. It's a fine academic institution, seriously, you know, and I'd recommend it to anyone that wanted to come.

REINHARDT Do you think there'd be some white students who wouldn't feel as if they fit in?

STUDENT Well, I look at it this way. I come from a state where only one out of seventeen people are black. Blacks are a very scarce minority group in our state. And if I can come here and have a good time and participate in activities, I can see no reason for anyone else having any excuse, you know. Because, you know, like I say, if there's anyone that maybe would have problems it would seem like it would be me, but I really get off around here, you know. It's a lot of fun. Besides, you know, receiving a fine education at the same time. It's all right.

MERROW But is that white student an exception? We asked Elias Blake, President of a black college, whether whites will enroll in black colleges in large numbers.

ELIAS BLAKE TALKS ABOUT NON-BLACK ENROLLMENT IN BLACK COLLEGES

BLAKE Oh, I think some of them will. The numbers, the absolute numbers are not important. It's a question of whether these people do begin to rise to positions of leadership in the society.

REINHARDT Do they?

BLAKE Some do. I've run into some people who are graduates of black colleges who are white, and who are now in responsible positions, in businesses, corporations, or who are professionals, like doctors or so on. And some of them seem to have quite a sharply different point of view than you ordinarily run into.

REINHARDT You said they were different, the ones you've talked with. How are they different?

BLAKE The things that I'm talking about. They will probably wind up more resolute in their beliefs about the absence of racial differences across different kinds of populations. I think they also would know a lot more accurately the history of this country. Because I think if there's one thing that I have found that depresses me more than anything else, when you're trying to make a case for continued attention to black needs, is just a very low level of knowledge about how things really got this way.

REINHARDT Even with the black studies programs in white universities? Isn't that helping some?

BLAKE That was the purpose of the black studies programs on white campuses, but I think the difference in the white campuses and the black campuses on these issues, for black and white students, is that if you have a majority black faculty, more of those faculty members, in the social sciences, in the humanities, are going to bring these issues up just as a matter of course, as opposed to in a special way. You know, say if I'm a psychologist, topics on the psychology of race, the psychology of prejudice are much more likely to find their way into my courses wherever I teach, a black campus or a white campus. So if you multiply me to 80 percent of say the psychology faculty in a department, then we're going to be doing a lot of things that are different, just simply because we're different.

MERROW Elias Blake, President of Clark College in Atlanta.

REINHARDT But today, most black college students, 80 percent of them, are going to non-black, that is predominantly white, institutions.

MERROW Enrollment at traditionally black public colleges has been declining. It's down 7 percent over the last 10 years, even though total black enrollment has gone way up in that same 10 year period.

REINHARDT Why the decline at black public colleges? Well, maybe because white colleges are worried about declining enrollments and are recruiting blacks more aggressively.

MERROW Some black students may have decided that their own career possibilities are improved by a degree from a white college.

REINHARDT But there's another explanation. The decline is the logical outcome of deliberate state policies that have favored the white institutions over the black ones. Decisions that have given the better programs and the better facilities to the white colleges.

MERROW In Maryland, for instance, two state colleges, one traditionally black, one traditionally white, are within 15 miles of each other. The President of the black college, William Hytche, tells the story.

WILLIAM HYTCHE, PRESIDENT OF THE UNIVERSITY OF MARYLAND-EASTERN SHORE

HYTCHE The state has allowed another institution within a 15 mile distance to duplicate some of our most productive programs. For example, physical education. The University of Maryland-Eastern Shore has had a program in physical education for the last 50, 60 years. We applied for and received a building, less than $500,000.00. Five years later we got added to that building a swimming pool that doesn't have showers. And they allowed Salisbury to duplicate that same program and built for them a $5.4 million facility. Now, anyone, any student in his right frame of mind would go to an institution where they have the facilities and resources available to them.

REINHARDT Now, Salisbury's a larger college, isn't it?

HYTCHE It's a much larger college, but it isn't -- if the state had been mindful of what was happening, I think that they would not have allowed Salisbury to duplicate that program. Could have saved money, and at the same time it would have been a definite asset in terms of integration. Let me just cite for you, six, seven years ago, our Physical Education Department was about 40 percent white. That's real commendable. Since the program has been started at Salisbury, we have about 4 percent white in that department. Now, you know why, what has happened. Not only did we lose white students in physical education, but we lost some of our black students. And you can't blame them for wanting to go to an institution where the resources and facilities are much better. These are the kinds of things that I'm talking about in terms of allowing certain things to happen. And I think that now, with the establishment of the State Board for Higher Education, this will not happen. But I'm going to be very, very watchful, because we have just been -- it has just been approved, some very nice programs. Hotel-Restaurant Management, Environmental Science, Industrial Management Technology and things of this nature. I would hate very much for these programs to be duplicated.

REINHARDT You said there will come a time when the percentages at all colleges and universities could very well be the same. But can that time

ever come until a black girl could just as easily become queen as a white girl?

HYTCHE It's going to be very difficult. I said the time will probably come, but it will not come in my lifetime, nor even yours, as young as you are. The time will come only when blacks will be able to apply for a position, apply to an organization, or for instance you mentioned the queen concept. Only when this -- the person will be looked on for his merit rather than consider the color of his skin. And that is going to take some time. But I do believe that it will finally come. I have confidence in the American system.

MERROW William Hytche, President of the University of Maryland-Eastern Shore.

REINHARDT That's Maryland, but the same pattern exists in other states. That's what is meant by a dual system.

MERROW In Virginia, for instance, there are two traditionally black state colleges. Each one is close to a white college, and in both situations the white college has gotten the plums.

REINHARDT An exception is Nashville, Tennessee, where the courts have ordered the new, smaller white institution to merge into the historically black Tennessee State University.

MERROW But it did take a court decision. The state's original plan was to make the black school subordinate to the brand new white one.

REINHARDT At the heart of the matter is the fear that desegregation will mean the end of public black colleges, that instead of getting most of the goodies, as in the past, the white schools will end up with all of them.

MERROW That's a legitimate fear, if elementary and secondary school desegregation is any lesson. When those dual systems were merged in the south, the black teachers and principals lost their jobs or were demoted, the black schools were closed and the blacks rode the busses.

REINHARDT The official reasoning was that in every case the better qualified person or the better equipped facility was chosen. It just happened to be white.

MERROW But that's the rub. In many cases, white institutions are better equipped. White college faculty do have better credentials.

JOSEPH RAUH, LEADING CIVIL RIGHTS ATTORNEY

RAUH I think one of the best stories of how these differences are is Carl Rowan's story about -- who was criticizing segregation in North Carolina. He talked about the fact that when he went to a segregated school he still got a bad knee, because the pants which they gave the football team didn't come down to his knee, the protective pad. They don't have the facilities. They don't have the teachers. They don't have the buildings. They don't have the renovation. You have two systems. One's white and gets everything. One's black and gets nothing.

REINHARDT Joseph Rauh is a leading civil rights attorney, and he's one of the lawyers who brought the case to force the states to desegregate their higher education systems. He's also committed to the survival of black colleges.

RAUH If you just leave it the way it is today, say in North

Carolina -- I have the latest figures -- where, in the black schools, there are five of them, 96 percent are black and 4 percent are whites. In the 11 white schools of higher education, 94 percent are white and 6 percent are black. You've got to do something about that if you believe in integration, and I deeply do believe in integration. Well, what do you do? You make sure that the blacks have something to entice whites. Not force them to go there. The way you do it is to give them programs that the whites don't have, and good programs. Now, if they have good programs in the black institutions, and if in other respects it's equal, buildings, renovation, facilities, whites are going to go. You're going to get an automatic integration based on the fact that the blacks are offering something the whites don't have. It's so simple, and yet many of the schools in the south, many of the states, fight this to the bitter end, and we're having a hard time. But we're not going to give up until we see integration in higher education all over the country.

REINHARDT But you know, when they did desegregate the elementary and secondary schools, it was the black teachers who lost their jobs, the black schools which lost their identity.

RAUH It's exactly that that has worried so many of the black teachers.

REINHARDT And don't they have a right to, don't they have every right to expect that's going to be the way it's going to be in higher ed?

RAUH They have every right to be concerned, because there was a very bad situation in elementary and secondary, where a lot of black teachers lost their jobs. This cannot happen here as long as the people watch what's going on. We who are the motivating force in pushing this in our lawsuit have always said that that is a result that should be blocked. We are not trying to push black teachers out. We're trying to enhance the black schools, which would mean that black teachers would get paid more. Certainly the last thing on earth that anybody of goodwill would want would be to have integration at the expense of the people and the fine people who have worked in the black schools all their lives. Black schools have a fine tradition in the sense that most of the blacks who are in public life today probably went to these black schools. They got some degree of education, although not the equivalent of white education. And what we want to do is enhance the black school. Not merge it with the white, not make it into a white schools, but enhance it enough so it can be an integrated school. I think it can be done.

MERROW Joseph Rauh, a civil rights attorney in Washington, D. C.

REINHARDT Desegregation may not be the only threat to black colleges. Declining enrollments and budget squeezes may hurt them more than they'll hurt their white counterparts.

MERROW Frank Adams, writing in a special edition of the magazine, "Southern Exposure," says that southern states are raising tuition, changing budget formulas and revamping student aid disbursement procedures, all in ways that hurt the black public colleges. And Adams says these subtle changes may do more to hurt black colleges than any of the changes being brought about by court decisions about desegregation.

REINHARDT If Adams is right and Joe Rauh is wrong, then it means that a lot of black students might use what they perceive as an important opportunity, the chance to study America from a black perspective.

A STUDENT AT HOWARD UNIVERSITY

STUDENT I'm a political science major, and basically what I was being taught was the workings of the system. You know, how good the system was, how anyone can make it in the system if they just apply themselves. And I lived in a neighborhood that was probably 95 percent black, and I knew for a fact that this was not true, because I know a vast number of intelligent black people who are hard working black people who are just not able to make it in the system because of the way the system works. And these are the type of things that really aren't addressed in white institutions. And they are addressed somewhat here at Howard University. A lot of the Ph. D.'s they have here come from middle class environments, so they have the same type of I would say white mentality that you would get if you went to a white institution. But then, you have Ph. D.'s who come from Africa, you know, so they can tell you about what it is like to live in Nigeria or something like that. Or then you have Ph. D.'s who come from the deep south. So you get the picture of what it's like to be a black person growing up in Alabama and trying to achieve something like that. And when blacks go to a black institution of higher learning and they see other blacks, you know, achieving, whereas before the only people that were always on top were the whites, you know, I think it gives them an added incentive to go out and yell, you know, "Well, I am as good as any white person," and go on and take their little black brothers and sisters by the hand and make sure that they don't grow up in the same type of environment and thinking the same way that they had to grow up.

(Music over.)

MERROW This special Options in Education report on Colleges is in four parts, and if you wa[illegible] the complete transcript, it's available for $2.00. The cassette reco[illegible]ing is 10 bucks.

REINHARDT Our address is National Public Radio - Education, Washington, D. C. 20036.

MERROW Other reports in this series are on cheating, the frantic search for new students and co-education.

REINHARDT The complete transcript, $2.00. The cassette recording, $10.00. And we have a program schedule, free for the asking.

MERROW The address again, National Public Radio - Education, Washington, D. C. 20036.

REINHARDT Please tell us the call letters of your own NPR station when you write.

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REINHARDT Options in Education is written and produced by John Merrow. Natalie Iglitz is our Associate Producer. Our Assistant Producer is Charles White. With technical assistance by Marty Kurcias and Skip Peasey. I am Barbara Reinhardt.

MERROW I'm John Merrow, and this is NPR, National Public Radio.

Program No. 186: "COLLEGE MARKETING"

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"COLLEGE MARKETING"

A PRINCETON UNIVERSITY AD-RECORD

COMMENTATOR This bell, more than any other sound, represents Princeton University. It is the bell in Nassau Hall, calling students to and from classes, representing many other sounds of Princeton on this recording, sounds that capture the diversity and excellence of a modern university. Athletics, football --

(Sound over - football game.)

REINHARDT Are you sold? Want to apply to that college?

MERROW Maybe you're surprised that Princeton University, a member of the Ivy League, is making commercials about itself, to attract alumni contributions and recruit new students.

(Voice over - basketball commentator.)

COMMENTATOR And basketball.

REINHARDT Princeton may never have trouble filling its classrooms, but less prestigious colleges and universities have plent to worry about. I'm Barbara Reinhardt.

MERROW I'm John Merrow, with NPR's Options in Education. This is part three of our series on colleges.

REINHARDT Our subject, the selling of colleges.

(Music over.)

A PROMOTIONAL RECORD FOR JAMESTOWN COLLEGE

COPELAND People around here are always doing a lot of talking about our college. My name is John Copeland, and I'm about to gradute from Jamestown College. I would like for you to know what some of the people are saying. Probably the most vocal people on campus are the students. Let's listen to some of them.

STUDENT One of the good things about Jamestown College is it's just fantastic for meeting new people, and that's a really good thing.

STUDENT For one thing, you can know your professors, and that's really great.

STUDENT It's good, healthy living out here. I think this is a real important factor, especially today, since most students are really concerned about the ecological environment. I grew up in Los Angeles, California, which of course is well known to be quite polluted.

STUDENT There are so many ways that you can --

REINHARDT A promotional record for Jamestown College in Jamestown, North Dakota.

MERROW Why the selling campaigns? Is the decline in the 18 year old population that severe? We've got a couple of explanations.

First, Joseph Froomkin, who makes his living giving advice about educational trends.

JOSEPH FROOMKIN, A WASHINGTON, D. C. CONSULTANT

FROOMKIN The basic issue is that colleges have overbuilt, and they were overambitious about setting their goals for enrollment. What happened in the past few years is the following. The proportion of high school graduates enrolling in college has declined somewhat. White males are staying away from college. Most college administrators, 10 or 15 years ago, believed that the trend was going to be exactly the opposite to the one which we have observed. There would be more high school students enrolling in college. The proportion of kids graduating from high school would increase. Actually what has happened is as if a whole generation of college students had not shown up at the college doors.

INTERVIEWER Well, why did they have reason to be so optimistic, when all they had to do was look at birth rate graphs to see that the number of 18 year olds goes down like a ski slope throughout the '80s?

FROOMKIN Well, they were thinking more about the '70s rather than the '80s, and you see, while people were enrolling in college to avoid the Vietnam draft, they projected those trends believing that those enrollments were caused by thirst for knowledge rather than by a desire to avoid bloodshed.

INTERVIEWER So they weren't really aware of the decline just in population of 18 year olds was to come?

FROOMKIN That was something which was going to happen later, you know, 10 years from now, 15 years from now. For most college administrators this is the long run, and in the long run they are all retired. You see, there is something very important about the mores of colleges and universities. A President is remembered by the buildings he has built, and as long as you can have an incentive and convince somebody to finance a building, those buildings were built and there was a hope that the students would arrive at the doorstep. We don't have a system of higher education. We have a non-sytem, and every campus, both in the private and unfortunately in the public area, has been operating very much ignoring what was being done on the other campuses. I still talk to administrators, say in California, who tell me, well we won't have to worry in our particular town because our climate is so good. Now, out there they have smog and the students won't go there. But right here we'll be doing all right, and you tell them, look, you have to share your enrollment among campuses. The legislation is going to force you to do that, and they say, well, when we get to it we'll worry about it.

REINHARDT Joseph Froomkin, a Washington, D. C. consultant, talking with Natalie Iglitz.

MERROW Colleges have reached the end of an eight decade golden age of steadily increasing enrollment.

REINHARDT Enrollment went down this year a bit, but in the '80s

it will take a nosedive. The U. S. population of 18 year olds will drop from 4.2 million in 1980 to 3.4 million in 1990, a decline of 19 percent in 10 years.

MERROW But Steven Dresch says it's not just population trends that will affect enrollment. He says many students will not go to college because they just don't see jobs waiting for them when they graduate.

STEVEN DRESCH, ANOTHER WASHINGTON, D. C. CONSULTANT

DRESCH I didn't have to worry about what precise career choices I would make. I didn't have to worry about the degree to which my education meshed with those career choices, that if I made a mistake I could always sort of recoup somehow, I could of sort of follow a different path. If I didn't like philosophy as an undergraduate major, I could try economics in graduate school. In this period it becomes much more critical that, given that a mistake is going to be very costly, that you not make mistakes, that everything be geared towards some ultimate objective. So I think you do have an increased sort of careerism among college students, precisely at a time when the economic incentives are contracting.

INTERVIEWER I wonder if there is evidence of that in the public relations campaigns of colleges, when they wave a flag and put on a public service announcement or a commercial or a brochure, publicizing their college. I'm sure they're not saying things like take English literature, it's going to be great for you, or, study Spanish with us, or, get into the French classics. I would suspect that the things that they're promoting are more productive sounding things, like accounting or engineering or specialized fields like that. Do you keep an eye on those sorts of things?

DRESCH Well, I think that's true. In some ways I think that there's some -- there's increasing hesitation, at least at the higher levels of the system, to make exagerrated economic claims. During the 1960s, it wasn't at all uncommon to see subway placards proclaiming that if you do not go to college you will lose $200,000.00 in lifetime income. That happened to be a totally incorrect figure even then, but be that as it may, one no longer sees those inflated claims. Now, many of these were in fact claims that emanated from the government education establishment, et cetera. On the other hand, I think it's clearly true that institutions have become -- they have turned to marketing and merchandising, and clearly sensitive to the types of demands of their clientele, to the economic insecurities of their clientele, in a way in which individual institutions have never done that before. To find colleges advertising, apart from a Parsons College advertising that if you couldn't get in anywhere else you could come to Parsons and they would make a scholar of you. It was very unusual ten years ago, and clearly this has become a much more common phenomenon. The question in the long run of course is whether it really makes any difference. For the individual institution it may in fact have some short term payoff, in terms of increased enrollment applications. But in the long term, as more and more institutions begin to compete with each other in this merchandising process, the critical question is what happens to the total pool of attenders, and if that in fact doesn't increase, if advertising is simply serving to determine the distribution of those who will attend over institutions,

then ultimately it becomes very self-cancelling. It's like cereal advertising where, in the large, it would probably be true that all of the cereal manufacturers would be much better off if they could get together and agree, which they can't because of the anti-trust, that they would simply stop advertising, because ultimately all advertising becomes cancelling.

REINHARDT Steven Dresch, a Washington consultant.

MERROW College advertising may eventually self-destruct, but right now competition is fierce.

A COLLEGE RADIO SPOT

COMMENTATOR Is owning and managing a business a dream of yours? For Lou Maglory it's now a reality. Lou is a 1971 marketing graduate from Monroe Community College, and now President of Magic Carpet and Furniture Cleaning.

MAGLORY I'm in business for myself and wouldn't have it any other way. If I sound confident of myself, it's because I am. Thank you MCC.

COMMENTATOR Monroe Community College, affordable, accessible, quality education. Call the Admissions Office at 442-6400.

MERROW That's one popular advertising technique, a testimonial. Get a satisfied customer to plug the product.

REINHARDT There are other marketing strategies. Free records and coffee mugs. Recruitment vans in shopping centers. Comic books.

MERROW Free ones, sent to junior high school students. Here's a synopsis of one. A dastardly but ingenious villain named Joseph Silver has the secret power to absorb all the energy in the whole United States. He's putting his plan into action and he's chosen as his first victim the campus of Michigan Tech University.

REINHARDT He has a grudge against the Tech team, actually two professors, Thomas Anderson, who teaches physics and engineering and Gene Phillips of the Chemical Engineering Department.

MERROW We'll pick up the action just after the Secretary of Defense has contacted Tech Man and Tech Woman and begged them to find the energy absorber.

REINHARDT They're in the Computer Center at Michigan Tech University.

MERROW "It's no use, Gene. I fed this information on the energy absorber's voice patterns, vocabulary, direction of television transmission and probable IQ into the computer five times, and all it's done is give us 3,000 suspects."

REINHARDT "Well, then, we start all over again and --,"

MERROW "What's happening to the wall? It's melting. There's a hole."

REINHARDT "The absorber, and he's got our friend Paul."

MERROW Well, the story goes on. Absorber ties the tech team to a bridge, but they escape. Then he locks them into a room that heats up to 200 degrees, and it looks as if they're doomed.

REINHARDT But they're saved, and by an invention developed in the laboratories of Michigan Tech University, and that of course is the message.

MERROW This is Tech Man's message, at the end of the comic book, his last words. "Though the absorber menace is through, our world has a great many problems, problems which require college trained minds to solve."

MARTY KRESNAK OF MICHIGAN TECH UNIVERSITY

KRESNAK At Michigan Tech, all of our marketing efforts are prefaced by a great deal of marketing research, to determine exactly what types of vehicles will be best for our prospective students. In the past, we have basically been marketing to junior and senior high school level students. We've found through research that that is a little bit late in a student's life stage to be trying to instill interest in engineering and technology. So we have, through research, determined the best vehicle to use for the 6th through 9th grade level students. This we have found to be fact and fiction approach incorporating the ever-popular idea of Superman or Buck Rogers, or Captain Video and this type of thing, into a comic book format which as as its base a great deal of fact of scientific discoveries and scientific aid to humanity and the fiction that makes it interesting for the particular age group.

KAUFMAN Who will this, for instance, comic book be distributed to?

KRESNAK The comic book has been distributed to the students within the state of Michigan from the 6th grade through the 9th grade who have had previous contact with the university. It also has gone out to all of the high school chemistry instructors, indicating that if they need more copies of these that we'd be glad to send them out. We sent out already over 1,000 and have recently received requests for about 1,200 more, just within the state of Michigan.

KAUFMAN Is this something you think you'll probably use again?

KRESNAK Yes, I think so. I'd like to see a series developed.

KAUFMAN A whole series of Tech Man and Tech Woman?

KRESNAK Uh-huh.

KAUFMAN What about other trends in marketing for universities, particularly of this type? Michigan Tech falls in, I imagine, with schools like Carnegit, Stanford to some extent, MIT.

KRESNAK I think it has to be designed specifically for each institution and for each group of prospective students or influence markets that you're attempting to go out to. The entire marketing thrust is just attempting to match up an offering or offerings of the

university or institution with the particular needs of a group of prospective students. And our marketing methods are more aggressive than most institutions. I think that we're a little bit ahead of the ballgame on marketing our university.

REINHARDT Marty Kresnak of Michigan Tech University, interviewed for Options in Education by Susan Kaufman, WGGL, Houghton, Michigan. The comic book itself was created and drawn by a 17 year old, Norman Breifogel.

MERROW Comic books sound harmless enough, but there are reports of colleges deliberately misleading prospective students, promising them all sorts of things but not delivering.

REINHARDT Many of the promises are made in the college catalogues, one of the more traditional tools of marketing.

MERROW A recent study by the Carnegie Council on Policy Studies in Higher Education raises serious questions about ethics on campus. 80 percent of the college catalogues they studied contained wrong information or left out important information. Colleges, Carnegie said, were using catalogues merely as promotion, rather than as contracts between the school and prospective students.

REINHARDT We asked Dr. Ernest Boyer about the finding. Boyer is leaving the top job in the U. S. Office of Education to become head of the Carnegie Foundation for the Advancement of Teaching.

DR. ERNEST BOYER, U. S. COMMISSIONER OF EDUCATION

BOYER I was Academic Dean at a college more years ago than I care to recall, and I had to write the catalogue, put it together and cut and paste into the midnight hours. First of all, I took more editorial license than I think was justified, and second, I can only tell you that there's a great amount of plagiarizing in catalogue writing and curriculum building. You tend to sneak -- you tend to look at catalogues of colleges you'd like to imitate. And the only comfort I take in that is that people long ago stopped reading catalogues. I think those days have changed somewhat. I've seen in recent years much more creative and candid catalogue descriptions. But the simple truth is that catalogues haven't been taken very seriously, just as course descriptions haven't been taken very seriously. They either said too much or not enough. But I don't mean to be glib to the point of saying that's sufficient, therefore to ignore it. No, I think we'll draw students as we're much more straightforward about what we can and can't do, and I think we'll win a few points on credibility if nothing else.

REINHARDT Ernest Boyer, U. S. Commissioner of Education.

A COLLEGE RADIO COMMERCIAL

STUDENT I work at a boys' club.

STUDENT I'm a waitress.

STUDENT Paramedic.

COMMENTATOR Today's college students come from all walks of life.

STUDENT Service station attendant.

COMMENTATOR And they're taking all kinds of courses.

STUDENT Communications.

COMMENTATOR Courses that make them more interesting people.

STUDENT Sociology.

STUDENT Liberal arts.

COMMENTATOR Courses that make them better at their jobs.

STUDENT Advertising.

STUDENT Business.

COMMENTATOR For a lot of reasons, a lot of people are finding themselves in community colleges. Look for our spring schedule in your mailbox. We think you'll find something in it for you.

DENNIS JOHNSON, SPECIALIST IN ADVERTISING FOR NON-PROFIT ORGANIZATIONS

JOHNSON I'm not uncomfortable with the word selling if it's an honest kind of selling that says I give you one dollar and you give me one dollar's worth of product in return.

MERROW Dennis Johnson, who's President of his own public relations firm. It specializes in helping non-profit organizations, like colleges.

JOHNSON The reason I choose not to use the word selling is that it's an anathema to most college people and many in the non-profit area, that they immediately think you are talking about the used car salesman with the transmission that's about to go, or insurance salesman who's unethical for older folks. They have problem dealing with that word. So what I try and do is stay away from that word, and as a matter of fact, Peter Drucker says this about marketing. He says effective marketing replaces the selling process, and in selling, you see, you have the context there of it being pressured, the context of it being misrepresentative. What we're saying is that non-profit marketing is information and data based that says we recognize our dirty laundry, we try and clean that up and we look for new opportunities.

REINHARDT When you talk with these college Presidents or college people, do you in fact really get to the question of what kind of education are you giving these kids, or do you talk more than anything about what is it people will want and what will they pay for?

JOHNSON We talk about both, because they are interdependent. One without the other will not succeed. And so we've got -- the first thing we say to them, that your internal non-profit marketing problem is one that you probably have to most significantly look at. Harvard, Chicago, Northwestern, Stanford. Let's assume all of them have a good product. They are probably some of the best marketing oriented college and universities in the country, an opposite of that

that is equally as good in the classroom, but is one of the best marketers in the country, is Oral Roberts University. Completely antithetical to the others, but it has identified a market, and from what I have heard and learned from accrediting people friends of mine, the quality of the classroom is such that it has no negative connotations on the other mission of the institution, which is a life style, a religious life style. Some of our community colleges are doing the most exciting things in the world because they understand what their public wants, they understand what they have in terms of teaching skills and quality in terms of product, and they're seeking to improve it. So I am convinced that what's going to be happening in the 1980s and from this point on is going to be that combination of having a quality classroom professor and product, and being able to tell others and identify the needs of others so that that match is made, because you -- you know, you can't sit there with a product in this competitive environment and say, well, we've got a good product. Everyone should know about it. It didn't work with the buggy whip, it didn't work with the Edsel. Higher education is controlled by the laws of supply and demand, just like anything else. You cannot ignore it.

MERROW Dennis Johnson, a specialist in advertising for non-profit organizations.

VILLA MARIA COLLEGE SPOT

ANNOUNCER It's 12 minutes after 9:00 o'clock from KAB in Buffalo, New York. How you doing? Villa has a program for you. These are programs for today. When I say today, I don't mean, you know, Wednesday, May the 9th. I mean today, now, the current world, the real world out there. The Villa Maria College is a very real college, helping people to get jobs and start careers in the real world, where things really happen. Now, I'd like to give you a couple of for instances. In secretarial studies, they use the lastest --

JIM DE SANTIS, PUBLIC AFFAIRS DIRECTOR, STATE UNIVERSITY OF N. Y.

DE SANTIS Well, I have a very basic objection to the use of Madison Avenue techniques for selling higher education, because higher education is an intellectual experience and a personal growth experience, and to market it as if it's a perishable commodity to me does great injustice to what higher education is all about.

REINHARDT Jim De Santis, Public Affairs Director at the State University of New York at Buffalo. He talked with Rebecca Goldfield.

DE SANTIS I think that some advertising is definitely misleading, in the sense that it promises people who come to college jobs when they graduate. It promises -- if you've seen some of the fancy, slick booklets that are being put out that have maybe six words of copy and lots of colored pictures, it creates the impression that college is nothing but a good time. It isn't very serious. I object to that kind of advertising. I don't object to all advertising. I think straightforward, honest descriptions of what is being offered at various colleges and universities is valuable and needed. It's just that when we over-promise I become very disturbed.

GOLDFIELD Can you give me an example of an ad? You don't have to mention the college if you don't want to, but give me an example

of an ad that was misleading, one that you heard.

DE SANTIS Well, the one that disturbs me most was a radio spot in which a group of students were supposed to have transferred to a college recently and those students transferred from other institutions and they were giving the reasons why, and the ad was presented as being very spontaneous, and the ad was in effect an attack on all kinds of other colleges and universities in a given geographical area, when in fact the people that were voiced on the ad, the voices on the ad itself, were students who were reading scripts prepared by the college admissions office. And I think that's misleading, and that is the kind of thing that flies in the face of the very basis of what higher education is all about.

GOLDFIELD From what you've heard, have these ad campaigns been effective? Have they boosted enrollments that were sagging?

DE SANTIS In some instances, yes, but by and large we are dealing with a very sophisticated high school class these days. We're not dealing with individuals who are going to college for fun. They know what they're looking for, and that's evidence in what they're choosing, in terms of curricular offerings. I don't think that it's possible anymore to go into high schools and to oversell and to do it in a dishonest way. I think the students can pick it up very quickly, and I think they do. And I really believe that the schools, the colleges and universities that blatantly violate their own ethics in terms of advertising, do not get additional enrollment. I think they lose it.

REINHARDT Jim De Santis, Public Affairs Director at the State University of New York, Buffalo.

MERROW New York, by the way, prohibits its state universities from advertising on radio and TV. But there's nothing stopping the private schools.

THE FILIMING OF A TV COMMERCIAL FOR VILLA MARIA COLLEGE

DIRECTOR Well, in this particular case, it's very simple. All we're using is their forearm and the hands, and the thrust of this particular spot is friendship, and what they'll be doing is shaking hands. It's not a real big deal, but what it does do is we have a 10 second commercial. You don't really have a lot of time to do a lot, so all you want to do is leave a simple thought. We're interested in leaving a thought of friendship in this particular case. Friendship is shaking hands. Now, we could go get a picture somewhere, I suppose, of people shaking hands or whatever, but one of the benefits of television over a picture is movement. A picture doesn't move. Television can. So to have two hands join is utilizing television to its full effectiveness. Now we have a couple of folks who are standing by who we've all looked at their hands and think that they're nice hands, and they'll come down and we'll tell them exactly the right kind of hesitation that we want just before they complete the task of shaking hands. Then they'll hold the handshake for the remainder of the 10 seconds, while we add the lettering on the screen.

All right, camera three. Okay, let's set up and do it. There's a lot of grayish. Pull your pedestal down. Maybe you can darken it somewhat. Well, it's not going to be -- you won't have too much action in there. You're only going to be on the screen about

six seconds. Nick, step forward toward the camera about a foot. You're casting a shadow on the background I'm trying to get rid of. That's the boy. All right, let's try one and see what happens. Camera's in black. Stand by to roll for record. 10 seconds direct from production. And we'll effect super into a wipe after that. Okay, put your board on the line. Stand by.

TECHNICIAN Rolling.

DIRECTOR Tape is rolling. Bars, followed by a board-in. Take four, track two. Let's keep going. Stand by to dissolve the effects. Dissolve in effects. Stand by for the wipe, and wipe. And take black. Let's play it back. We've still got a shadow from Nick, so we'll do it again.

MERROW College marketing is the third in a series of four Options in Education programs on colleges. Next, a report on co-education. A transcript of all four programs is available for $2.00.

REINHARDT If you'd like a cassette recording of the series you can get one for $10.00. The other programs in the series cover black colleges, co-education and cheating.

MERROW For either the transcript or cassette, send a check or money order to National Public Radio - Education, Washington, D. C. 20036.

DIRECTOR Okay, let's do it again. As you put your hands in, hesitate just a second before you do the actual handshake. You know, advance, then grasp. And don't make your handshake so vigorous. We're getting red streaking as you're pumping up and down on the hands. Okay, set black. Stand by to roll. Roll for record. Here we go. Take four, track two. Stand by to dissolve effects. Dissolve effects. Wipe. Take black.

TECHNICIAN You talked about no pumping. There should be really just two. Let me tell them that, Bob, okay? Their hesitation was good, but they're pumping like crazy, and we don't need that.

MERROW The complete transcript on colleges, $2.00. The cassette recording, $10.00.

REINHARDT And the address, National Public Radio - Education, Washington, D. C. 20036.

MERROW And please tell us the call letters of your own local NPR station when you write.

REINHARDT Options in Education is a co-production of National Public Radio and the Institute for Educational Leadership of the George Washington University.

MERROW Principal support is provided by the National Institute of Education. Other funds come to us from Carnegie Corporation of New York and the Corporation for Public Broadcasting.

DIRECTOR Take four, track two. Do it again. Do it again. No fair touching thumbs.

TECHNICIAN If you guys can't get your thumbs together, we've had

it.

REINHARDT Options in Education is written and produced by John Merrow. Our Associate Producer is Natalie Iglitz. Our Assistant Producer is Charles White. Technical assistance for this program from Skip Peasie and Chet Hudson.

MERROW Material for this program came from Douglas Levy, WXXI, Rochester, New York; Sue Kaufman, WGGL, Houghton, Michigan; Gordon Helm, KMCR, Phoenix, Arizona; Rebecca Goldfield, WBFO, Buffalo, New York; and Shelley Fern, Western Public Radio.

DIRECTOR Okay with me. Dead in the studio.

REINHARDT I'm Barbara Reinhardt.

MERROW I'm John Merrow.

REINHARDT And this is NPR, National Public Radio.

Program No. 187: "CO-EDUCATION IN COLLEGE"

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"CO-EDUCATION IN COLLEGE"

AN EQUAL ACCESS RALLY AT DARTMOUTH COLLEGE

STUDENT The following is a list of our demands. We demand active recruitment of minority women and equal access, starting with the Class of 1984. We demand support and expansion of women's studies programs, to foster understanding of women's roles in history and current society. We demand an immediate commitment to a real affirmative action policy concerning women, especially minority women.

MERROW In the last 13 years, nearly 300 colleges have gone co-educational. They've decided to admit members of the opposite sex.

REINHARDT But change has not come easily, particularly at some of the formerly all men's colleges. What some women find when they arrive on these campuses is a lot of leftover discrimination, lower salaries for women faculty, unequal admission of men and women students.

MERROW There have even been reports of sexual harassment and rape.

REINHARDT On this edition of Options in Education we're going to visit women on college campuses. I'm Barbara Reinhardt.

MERROW I'm John Merrow. Let's go back to that protest at Dartmouth College in Hanover, New Hampshire.

STUDENT We demand free day care facilities for all members of the Dartmouth community, faculty, staff and students. Women are tired of having to choose between work and family. We demand justice and sensitivity from the pages of the Dean. We level charges of flagrantly irresponsible journalistic and editorial practices and demand that measures be taken to correct the present situation. By their representation of us, they have not only discredited us, but offended us. We demand that women's athletics receive a proportionate amount of publicity and money, including equal hiring, pay and work load for women coaches and trainers. Finally, we demand that the school song be changed along with the Indian symbol. We are not men of Dartmouth.

(Applause)

MERROW After more than 200 years as an all male college, Dartmouth went co-ed in 1972, but only in a limited way. The college placed restrictions on the number of women admitted, and today, seven years after the first woman came to Dartmouth, there are just over 3,000 men and about 1,100 women.

PETER KELMAN, ENGLISH PROFESSOR AT DARTMOUTH

KELMAN The atmosphere of the college is, as Charles McLaine, Professor of Government, explained in the faculty meeting, that there is an oppressively male atmosphere. And this is not good for women and it's not good for men.

REINHARDT Peter Kelman teaches English at Dartmouth. He's one

faculty member who's joined the protesting students.

KELMAN The college has policies which are clearly sexist. Start with the admissions policy. The Trustees decided, when Dartmouth went co-ed, that there would be three men for every one woman here. The reasons were ostensibly economic, not wanting to lose alumni support by turning away men in order to bring women in. Students objected. Faculty objected. The President of the college objected. And the best the Trustees could do was say, well, we'll let a few more women in each year and a few fewer men, 35 or so per year, and at that rate, by the year 1997 there would be equal numbers of men and women. That's just the students. And the other part, which I think in some ways is as problematic, and perhaps in the long run more problematic, is the treatment of women faculty. When Dartmouth went co-ed, they supposedly were going after women faculty, because there were very few women faculty here at the time, and this intensive attempt to get women faculty has resulted in only -- we only have 4-1/2 tenured women, and the total number of women faculty here is I believe under 20 percent, and the attrition rate of women here is -- for women is twice as great as the attrition rate for men, that is people leaving the college, faculty people leaving the college. The tenure rate for women is much less than the tenure rate for women, and being turned down for tenure of women is much greater than for men. The President of the college, in I think an admirable display of candor, in his address to the faculty this fall, said that he had heard from women in private conversation that he had solicited, asking women faculty into his office and saying what is your experience here, he said he had heard enough to convince him that the treatment of women faculty at this college by male faculty and male students was such as to make women at the college feel less than equal. It was only in private conversations that they were able to speak out in this way. They can't speak out within their departments, where virtually all of the people are going to be making the tenure decisions on them are men, many of whom make them feel less than equal, and they can't speak out in the public forum, such as in the Daily Dartmouth or on the radio station, because they feel that they'll get a bad name. And they've really -- it's not just paranoia. I mean people who speak out at this college don't end up being here. Jonathan Mersky, Joan Smith, Marlene Fried. You look at the people who have spoken out and been critical of policies here. They're not here anymore, and I'm not going to be here much longer myself, for just those reasons.

REINHARDT Peter Kelman, English Professor at Dartmouth College.

MERROW This winter, during Dartmouth's famous winter carnival weekend, students organized a protest which they called a convocation.

SOUNDS OF THE DARTMOUTH RALLY - STUDENTS AND PROFESSORS

STUDENT Right now the imbalance in the numbers of men and women negatively affects all aspects of campus life. You can feel it everywhere, in the classroom, in the dining hall, at social events, at athletics, in your dormitory life, and many people find the current system that the college is using to change the ratio just as unsatisfactory as the ratio itself. But the fact that this number of people are concerned enough about the college to stand out here in the cold together shows that change is needed. So the fact that the change is needed isn't the question. How we decide that it

should be changed is going to really be the hard part. What we need to do is to educate ourselves as to the options that are available. We have to learn the facts, and we have to be as committed to discussion as we are to the idea that a change must happen. So this convocation, then, is just a beginning of making Dartmouth even better, of making Dartmouth all that it can be. Okay? And in the spirit of this convocation, I think we should all join together and sing, "Glory to Dartmouth." Okay?

(Singing - "Glory to Dartmouth".)

STUDENT What is it to be a woman at Dartmouth? There is a three-to-one ratio at Dartmouth and still a quota on female admissions. There are five tenured women faculty members, none of whom are black or native American. The other day, the snow sculpture, commemorating those who died in South Africa was removed. It was a so-called blemish on the campus, unfit for Trustees' eyes. But the breasts in front of Sigma Nu have remained an unquestioned Dartmouth tradition. As a result of an investigation of sexist practices at the college, more and more women are coming forward with reports of sexual harassment by male professors and students, incidents ranging from verbal harassment to gang rape. There are words for gang rape in our Dartmouth vernacular. If the woman is conscious it is called "pulling train." After an unconscious woman is gang raped it's called "getting her shopworn". In defending the degradation of women, our oppressors claim the inalienable right of free speech. We call it freedom to oppress, freedom to degrade, freedom to ridicule. In her article, "Violence - the Most Obscene Fantasy," Laura Shapiro writes, "In the sacred hierarchy of defensible rights, a woman's physical freedom ranks low and her self-respect has no place at all." Dean Manual recognized that it was not his prerogative to decide what is or is not honorable to native Americans at Dartmouth. Likewise, it is not a male prerogative to decide what is or is not offensive to women. We are offended by the snow sculpture at Sigma Nu. We are offended by Playboy's solicitation of our bodies. Pornography is the theory to which rape is the practice. It does not matter if you do not understand why we are offended. It should be enough that we are offended. Educate yourelves. After seven years of co-education we are tired of being co-eds. We are students. We demand equality and dignity as human beings.

PROFESSOR When tenure decisions are made you hear all kinds of talk about well, she doesn't really fit into the department. Her attitudes are really not amenable to the rest of the department. What are they saying? Well, you know, they're saying that she doesn't fit into a group of old boys. And they're just made to feel unwelcome. You know, I'm not talking about harassment or, you know, sexual abuse. I'm really talking about mental cruelty.

PROFESSOR I'm one of those five women who are senior members of the faculty. I also count double in terms of affirmative action, because I'm a woman and I'm a Latino, and I'm one of those few peopl who at Dartmouth teach courses in Latin America, culture, history or whatever. I suppose I would like to talk a little bit about what it is to be a woman faculty member at this institution, and it hasn't been a very easy task, and it has always been a very difficult one, and it is getting harder and harder for women. When women students complain about the sexism that they hear in their classes, these

are the professors who most of the time have to judge my female colleagues, give them tenure or not tenure. These are those same men who end up making the decisions for tenure for women. These are the same men who are teaching classes to you in which women are able to detect a number of sexist statements which somehow disappear for other members of the class and are not even noticeable for the faculty member who uttered them. But they are --

(Applause)

PROFESSOR There is a connection between the two, and in terms of what is going to happen to women faculty here, I think that it is extremely important that the demands or the propositions that -- the proposals that the faculty women made last fall, the Board of Trustees, when we, after doing for a whole year a study of sexism at this institution for faculty women, we met with the Board of Trustees. We explained how we felt, what we found out, what were the numbers of attrition for women. But the point is that very few things have happened since then. The only very hopeful sign is the women's studies program. But as the women of Dartmouth have asked, that women's studies program should be given much greater support by this institution.

(Applause)

MERROW Professor Marissa Navarro at Dartmouth College's winter carnival convocation. Dartmouth, which went co-ed seven years ago, enrolls about 3,000 men and 1,100 women.

STUDENT Well, as you see, the convocation that just took place showed that everybody at Dartmouth College, the whole college community, fraternity people, independent faculty, administration, everybody wants there to be a balanced ratio of men and women like there is out in the real world.

INTERVIEWER And you helped organize it.

STUDENT I helped organize it, yeah.

INTERVIEWER What do you think you've accomplished so far?

STUDENT I think that we've accomplished showing all the diverse groups of people on campus that everybody's concerned about the same thing, and maybe we've opened up some channels. Maybe we can talk now. And we're going to go talk now. We'd like to show the Trustees that we want there to be equal men and women. The faculty has already said it. We need unified student support to show that, you know, we want there to be equal ratio here. Or as equal as possible as soon as possible. Right now, I don't know if you know, but the Trustees have 15 more women come in each year. By 1998 or something like that it's going to be equal, 50/50. In the entering class, not in the whole college. The way they could make it equal right now would be to up the number of students to 5,000 and have 2,500 of men and women, and they'd have to make some basic changes. Or they could decrease the number of men. But the alumni don't want that to happen of course.

INTERVIEWER If you succeed in what you're trying to do, how long do you think it will take you?

STUDENT I'm hoping -- I'm a freshman now -- I am sorely hoping

that by the time I graduate the entering freshman class will be 50/50. I'd like to see that happen.

REINHARDT Dartmouth's Trustees didn't accept either of the alternatives she suggested, but they did vote that beginning with next year's admission process, they'll admit students without regard to whether they're male or female.

MERROW That's called sex-blind admissions. It doesn't guarantee equal numbers of men and women or equal treatment once on campus.

REINHARDT But the college says all applicants will be put into a single pool and the best will be admitted.

MERROW If it's carried out fairly, and you can be sure the protesters will keep a close eye on that.

REINHARDT This spring, in its last term under the quota system, Dartmouth accepted 720 men and 340 women for next year's freshman class.

MERROW Thanks to Mary Ann Blake of Station WVPR in Windsor, Vermont, who prepared that material for Options in Education.

A PARTY AT A PRIVATE MALE CLUB AT PRINCETON UNIVERSITY

REINHARDT John. John, can you hear me?

MERROW Is that you, Barb? I can't hear a thing. Let's get out of here. Follow me.

REINHARDT There are women at that party at an eating club at Princeton University. But only as dates.

MERROW Princeton has 12 eating clubs. They're like fraternities. Three of them, Cottage Club, Tiger Inn, and Ivy Club, won't accept women members.

REINHARDT Sally Frank, a junior at Princeton, thinks this is discriminatory. She's filed a complaint with the New Jersey Civil Rights Department.

MERROW Reporter Mary Stuckey talked with Frank and Steve Tishman, a Cottage Club officer and a defender of the all male club tradition. Here's Sally Frank.

SALLY FRANK, A PRINCETON JUNIOR, AND STEVE TISHMAN

FRANK Two of the three clubs are amongst the most elite on campus. They create an atmosphere to the rest of the campus that says yeah, it's all right to view women as second class. It's all right to view women as only sex objects, especially for freshmen and sophomores that are planning to join. It legitimizes the sexism that is on campus. And also, in those clubs a lot of the people in the clubs are going to become corporate presidents, corporate vice-presidents, personnel managers, and are going to be hiring people, and they're going to look at the resume and they're going to say, "Oh, you were a member of my club. Come on in," you know, and find them a job. I'm not interested in working for a corporation, but a lot of women on campus would like that opportunity. It's called

the old boy network. And it would be helpful for them to be able to get into that network.

TISHMAN I think that if she thinks that 300 guys are a major part on campus, out of a school of forty-five or forty-seven hundred, then I think there is something wrong with her idea of how important the club system actually is. What it comes down to, and the thing that I feel, my personal opinion, again, that she fails to realize, is that we are a private club and that our affiliation with the university, we receive no funds, either governmental or from the university, and we do have a legal right under that provision to be whatever we want to be. And I think that's the greatest thing the Cottage can offer the university and the people within the university, is the opportunity to be with the people that you want to be with. I've been brought up to feel that when I'm in the presence of a woman or women -- and maybe it's an old traditional attitude and maybe it is sexist -- that I should be more courteous and more polite than when I'm with, for example, my friends. Maybe I could kid around a little bit more. Maybe I feel more comfortable in kidding around. Maybe it's just me that hasn't grown up to the idea of this, that or the other thing.

FRANK They don't want to associate with women on a normal basis, only at parties. Now, that means that when a woman applies for a job with them, they might not think she's as able, or they might not want to associate with her in the board room, and therefore they'll say, well, and they'll find a reason not to hire her. And these -- well, most people have their ideas before they enter college or kind of while they're here, and they're strengthened this way. It's very important, and it's important to have the other kind of impact going on them, so that when they are in that hiring position maybe they'll have less of a negative image of women.

MERROW Two Princeton students on opposite sides of a controversy over eating clubs at Princeton.

REINHARDT That material was gathered for Options in Education by Mary Stuckey.

MERROW Dartmouth and Princeton are not the only Ivy League colleges that are having co-ed problems. Harvard has clubs too, seven so-called finals clubs. None of them admits women.

REINHARDT The President of one of Harvard's clubs gave the New York Times his final word on the matter. "This club was not founded to accept women."

MERROW Yale has secret societies, seven in all. Three of them won't accept women.

REINHARDT But at Yale some men have turned down hard to get invitations to join those societies because they won't accept women. They joined the co-educational clubs instead.

MERROW Sounds like the rumblings of change. But on many campuses, clubs and fraternities remain segregated because segregation by sex is what the students want.

PARTY SOUNDS AT MICHIGAN TECH

(Group singing)

MERROW Reporter Sandy Hausman talked to two sorority sisters at Ohio State University.

SORORITY SISTERS AT OHIO STATE UNIVERSITY

HAUSMAN What is your favorite thing about belonging to a sorority and belonging to this particular house?

STUDENT Belonging to a sorority would be that I have met a great group of girls. I've found girls that I could talk to no matter what. I have a house to live in instead of a dorm room. I couldn't stand a cement dorm room. And in the house there are rules. I like having rules to follow. They're not all fun rules to follow, but they're rules. I know it makes my mother and father a lot happier that I am in this house. And with Pi Beta Phi, it is because we do have a good reputation. I enjoy having people say, "Oh, are you a Pi Phi?" And you know, it's fun. There's -- I'm not ashamed of this house at all. You know, like some people are ashamed of their houses.

HAUSMAN I'm sure when you meet some kids on campus and you tell them you belong to a sorority, they tend to think, "Oh, no, Miss Susie Cream Cheese, all smiles and bubbles and --," Does that ever bother you, that reputation of the sororities?

STUDENT Yeah, it does, very much so, because that's not what I am, and that's not what a lot of people are. There are people that are like that, but that's just like saying you were a cheerleader in high school. Because you were a cheerleader you were a straight A student, you were a brown-nose, you were from a rich family, you're a nice girl. Or, the other way around. People had reputations that cheerleaders were bad girls, they were loose girls, you know, and you can't -- I just don't let stuff like that get the best of me, because prejudice just isn't right, and that's what it is. Or jealousy, even, maybe.

HAUSMAN Are there any things that you can say about sorority sisters that maybe binds them together as a group?

STUDENT Well, you mean -- most of what binds us together is that we do everything together. You know you just -- is that what you're asking? We do a lot of stuff together. We have rush together, we have Greek Week together.

HAUSMAN I think what I'm referring to is more like personality traits or qualities.

STUDENT Wouldn't you say just because we work for the house?

STUDENT We work for the house. We're -- that's hard to say. Not everybody has the same personality. They're really -- you cannot -- I don't have the same personality as Janet. I am more outgoing in the fact that I talk a lot. I joke around a lot. But then Janet's more serious. But we still have a bind, because we do things together all the time. We know each other well.

MERROW Sorority sisters at Ohio State University, interviewed for Options in Education by Sandy Hausman in Columbus. Fraternities

and sororities are kind of a home away from home. If you belong, you're a brother or a sister.

REINHARDT You hang around together, study together, party together. Whether that's good or bad depends on your point of view.

A SORORITY PEP RALLY AT CHICO STATE

MERROW We sent reporter Jay Baltizore to a sorority pep rally at Chico State University. Afterwards, he talked with some of the members.

BALTIZORE What do you think about joining a sorority? What attracted you to it?

STUDENT Well, when you come up and you don't live in the dorms and you don't know a lot of people, then this is a really good way to get to know people and get involved in the campus. It's a lot like participating in high school things too, because sororities are involved in what goes on on campus, whereas you know, other people, they just come to school and they leave, and class is all they're there for, and college is supposed to be fun, too.

BALTIZORE Now you.

STUDENT Well, I joined a sorority -- I don't know why I joined a sorority, like what you put into a sorority you get out of it, and a lot of people don't agree with that.

BALTIZORE Are there certain goals that you're looking for in relationships with women or in terms of academics?

STUDENT No. Everybody has different goals. Like you sort of find them out as you go along, and when you join a sorority it's like -- it's fun.

BALTIZORE Well, what are your goals in terms of joining the group?

STUDENT I guess my main goals is to develop friendships that I wouldn't make if I lived alone, because I live in an apartment with another girl, and if I didn't join a sorority I wouldn't know a lot of girls, and by joining one I've made a lot of friendships that I know will last forever. A lot of friendships that you can just -- they're always there. There's always someone for you.

REINHARDT That material was recorded for Options in Education by Jay Baltizore, Western Public Radio.

MERROW Sororities are often cheaper than dorms and off campus apartments, and they're also a handy way of meeting other students.

REINHARDT But the flaws are familiar ones. Pressure to conform, superficial activities and rituals. Have sororities changed at all from our 1950s stereotypes?

MERROW Julie Wisner talked with a member of Alpha Chi Omega at Berkeley

JULIE WISNER TALKS WITH A MEMBER OF ALPHA CHI OMEGA AT BERKELEY

STUDENT I don't know. I wasn't around in the '50s, obviously, but I talked to my mother and quite a few of her friends, and they were all in sororities at Berkeley, and it's almost like it's returned to the '50s, like it's just like it was then. For example, on campus, you know, the big game is really, you know, with Stanford, the football game with Stanford. A lot of people are excited about that, and I think just different things are more -- different things are more important, and I would say that it's more like the '50s here. Very traditional. Everything's going by tradition, and people are more interested in other things than, you know, social issues, say like the Vietnam War, things like that. People in fraternities and sororities. At Berkeley I'd say people are like concerned about nuclear power and energy and issues like that. But I'd say in fraternities and sororities they're less concerned, generally. I would say that they're less concerned with those kinds of issues, generally speaking, I'd say.

WISNER What do you see as the purpose of a sorority?

STUDENT A lot of people ask me that question. I'd say probably -- I know why I joined. Friendship, just to have a lot of -- you know, a lot of people join for different reasons. Some join because they want to be involved in social activities and they want to go to parties. And a lot of sororities have philanthropies that people participate in. Like we have March of Dimes. Things like that, just a place to be involved and a place to belong, I'd say.

MERROW A member of the Alpha Chi Omega sorority at the University of California at Berkeley, interviewed for Options in Education by Julie Wisner of Western Public Radio.

MORE MICHIGAN TECH PARTY

REINHARDT The transcript of the complete four part Options in Education series on colleges is available for $2.00. It covers cheating on campus, black colleges, co-education and marketing.

MERROW A cassette recording of all four programs is $10.00.

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REINHARDT Options in Education is written and produced by John

Merrow. Natalie Iglitz is our Associate Producer and our Assistant Producer is Charles White. Technical assistance for this program from Skip Peasie and Chet Hudson.

MERROW Material for this program came from Maryanne Blake, WVPR, Windsor, Vermont; Sandy Hausman in Columbus, Ohio; Jay Baltizore and Julie Wisner of Western Public Radio; and, Mary Stuckey in New York City. I'm John Merrow.

REINHARDT I'm Barbara Reinhardt.

MERROW This is NPR, National Public Radio.